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ABSTRACT

This report examines minority faculty and the representation of female faculty and faculty with disabilities. The report includes a close examination of the state's two fellowship programs for minority graduate students, the Illinois Minority Grant Incentive Program and the Illinois Consortium for Educational Opportunity Program. To address the issues of campus leadership and the search process, staff convened two formal focus groups that included minority faculty members. Five percent of faculty members at Illinois colleges and universities are African American, and 2% are Latino. This level of representation is much lower than the diversity found in the student enrollment and the state population. It is evident that increasing faculty diversity will not occur automatically by implementing new processes and procedures. It will require leadership at all levels. Substantial improvements must be made to campus climate and the faculty search process. The report outlines some strategies to help institutions exert more effective leadership and create a more supportive climate. Strengthening the pools for underrepresented faculty and sponsoring a statewide conference on the search process are two planned activities. The report also advocates developing a survey instrument that institutions can use to examine and improve campus climates. (Contains 21 references.) (SLD)

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OPPORTUNITIES FOR LEADERSHIP:

STRATEGIES FOR IMPROVING FACULTY DIVERSITY IN ILLINOIS HIGHER EDUCATION

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OPPORTUNITIES FOR LEADERSHIP:

STRATEGIES FOR IMPROVING FACULTY DIVERSITY IN ILLINOIS HIGHER EDUCATION

April 2003

Table of Contents

		Page
Executive Summary		
Preface		
Introduction		1
Chapter I	Diversity and Higher Education	3
Chapter II	Faculty Diversity Promotes Student Learning and Success	5
Chapter III	Faculty Representation at Illinois Colleges and Universities	7
Chapter IV	The "Pools" of Potential Faculty	9
Chapter V	State Fellowship Programs	13
Chapter VI	The Search Process	15
Chapter VII	Campus Climate	19
Chapter VIII	Leadership	21
Chapter IX	Accountability	23
Conclusion	A Statewide Approach	25
Appendix I	Selected Bibliography	

EXECUTIVE SUMMARY

OPPORTUNITIES FOR LEADERSHIP: STRATEGIES FOR IMPROVING FACULTY DIVERSITY IN ILLINOIS HIGHER EDUCATION

Study Process

This report is an outgrowth of a 2001 Board study on student diversity, *Gateway to Success: Rethinking Access and Diversity for a New Century*. For this report, staff and Board members sponsored hearings, conducted focus groups and small group discussions, consulted national experts, reviewed national and state level research, and collected information and data from Illinois colleges and universities.

The Importance of Faculty Diversity

A diverse faculty and student enrollment enhances the education of *all* students and better prepares students to work and live in an increasingly diverse world. Faculty diversity is especially critical for students from underrepresented groups. A recent Board study found that the presence of students and faculty/staff from various ethnic groups was "very important" in the decision of underrepresented students to stay in school.

The Lack of Faculty Diversity At Illinois Institutions

African-American faculty constitute five percent and Latino faculty two percent of all faculty at Illinois colleges and universities. This level of representation is much lower than the diversity found in Illinois' student enrollment and state population. The average student attending an institution outside the City of Chicago is unlikely to have more than one course with an African-American faculty member and unlikely to have even one course with a Latino faculty member during his or her college years.

Leadership: The Essential Ingredient

Increasing faculty diversity will not occur automatically by implementing new processes and procedures but requires leadership at all levels. Working with their Boards of Trustees, presidents must ensure that faculty diversity is embedded in campus missions and strategic plans and then act to see that others implement these goals. Deans and department chairs can make substantial improvements to the search process and campus climate.

Opportunities for Improvement

- *The "Pools" of Potential Faculty.* Graduates of master's programs and nontenure-track faculty constitute untapped "pools" of eligible underrepresented faculty that need development. At universities, graduate faculty must inform master's students about community college teaching and help interested students acquire the skills and experience needed to pursue this career. Community colleges must also encourage public universities to provide them with information about eligible master's degree candidates and should give such referrals serious consideration. Institutions also need to look to the part-time nontenure track as a resource for diversifying their tenure-track faculty.

- *IMGIP/ICEOP.* Illinois can improve the record of the state's two minority graduate fellowship programs, the Illinois Minority Grant Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP), in placing degree recipients in teaching positions at Illinois institutions. The most recent evaluations of these programs indicated that ten percent of IMGIP's doctoral degree recipients, 31 percent of ICEOP's master degree recipients, and 46 percent of ICEOP's doctoral degree recipients have taken positions at Illinois colleges and universities. Many program recipients take academic positions at out-of-state institutions.
- *The Search Process.* Recent years have shown that changes in the search process can help colleges and universities diversify their faculty. Initiatives that can yield results include structural and procedural changes to the search process, adjustments to institutional culture, and strengthening the roles of deans and department chairs.
- *Campus Climate.* Diversifying the faculty depends upon retaining those who are hired. Unfortunately, evidence gathered for this study reveals that many underrepresented faculty are frustrated and disappointed with their campus environment. Opportunities exist to improve the campus climate by careful consideration of the special burdens and obstacles faced by underrepresented faculty.
- *Accountability.* The accountability mechanisms now in place for faculty diversity are weak and do little to foster improvement. The information collected and reported about underrepresented faculty is inadequate, and there is no reporting of progress at individual institutions.

Strategies for Statewide Action

This report puts forward strategies that can help institutions exert more effective leadership and create a supportive statewide climate. Initiatives seek to strengthen the pools for underrepresented faculty by sponsoring workshops, funding projects, and combining the IMGIP/ICEOP programs and changing their governance and accountability structures. The Board of Higher Education will need to exercise strong and active statewide leadership, if these initiatives are to be successful. The report also proposes sponsoring a statewide conference on the search process and providing budgetary incentives to colleges and universities that have achieved success in diversifying their faculty. The report advocates developing a survey instrument that institutions can implement to examine and improve campus climates. It also proposes changes to statewide and institutional policies and practices to strengthen accountability.

Next Steps

Staff recommends that the Board circulate this report and its proposals to members of the Illinois higher education community and other interested persons for their comments and suggestions. Based on these comments, staff will prepare recommendations for the Board's consideration at the August 2003 meeting. In developing recommendations, staff will ensure that all proposals are consistent with the upcoming ruling and opinion of the U.S. Supreme Court on the use of race/ethnic criteria in college admissions.

PREFACE

This report is an outgrowth of a previous Illinois Board of Higher Education study on student diversity entitled *Gateway to Success: Rethinking Access and Diversity for a New Century.* To conduct this study, staff and Board members sponsored hearings, conducted focus groups and small group discussions, consulted with national experts, reviewed national and state level research, and collected information and data from Illinois colleges and universities. In fall 2002, Executive Director Daniel J. LaVista presided over two public hearings in Springfield and Chicago. A copy of all written testimony presented at the hearings is available at the Board's Web site. The Board also instituted its first "Web Hearing" which enabled persons who could not attend a public hearing to participate in the Board's inquiry.

This report concentrates on minority faculty and also examines the representation of female faculty and faculty with disabilities. Minority faculty were of particular interest to members of the Board's Committee on Access and Diversity because of the low level of African-American and Latino representation in faculty ranks. This focus also responds to general interest on issues of minority representation arising from legal questions now before the U.S. Supreme Court. The report includes a close examination of the state's two fellowship programs for minority graduate students, the Illinois Minority Grant Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP).

To address the issues of campus leadership and the search process, staff convened two formal focus groups. Participants included presidents, provosts, deans, department chairs, affirmative action officers, and other campus leaders, including African-American and Latino leaders, who have advanced faculty diversity on their own campuses. Meetings were held with the Illinois Committee on Black Concerns in Higher Education (ICBCHE), the Illinois Latino Council on Higher Education (ILACHE), and ICEOP/IMGIP board members. Staff also met with faculty and students from the Board's advisory councils, as well as groups of African-American faculty, Latino faculty, faculty with disabilities, and female faculty.

The Board thanks the hundreds of persons who advised us on this study. Regrettably, we cannot mention each person by name. The Board would like to recognize, in particular, the persons who helped organize our small group discussions. This list includes Rose Thomas and Seymour Bryson with ICBCHE, Elizabeth Ortiz with ILCAHE and Latino faculty, Eric Thomas with African-American faculty, Linda Gannon with female faculty, and Brad Hendricks with faculty with disabilities. The ICBCHE and ILACHE groups offered valuable assistance in providing information and opinion, as did IMGIP/ICEOP staff and board members.

INTRODUCTION

There are few words that are encountered more often in contemporary life, or better reflect the demographic and social change that is one of our society's defining characteristics, than the word diversity. All major sectors of our nation feel the need to represent and respond to the diverse world around them. Perhaps, no sector feels this need more acutely than higher education which seeks to educate and prepare students for tomorrow's, as well as today's, world.

There is no group within higher education that is less diverse than its faculty. Faculty ranks have changed little throughout the decades in their race and ethnicity, especially in regard to African-American and Latino representation. As the face of our nation and state has changed, our faculty has not changed along with it. As a result, questions arise about whether faculty are as effective as they can be, and what implications the lack of faculty diversity has for higher education as a whole.

Is faculty diversity an intractable or difficult issue to resolve? In our many conversations, this opinion was asserted, albeit with differing rationales. Some said that any solution was at best long term and depended upon an increase in minority graduate enrollment. Others said that the campus climate for minority faculty was so unfriendly or "chilly" as to discourage many young persons from entering faculty ranks and to chase away others initially so inclined. Both positions cited the slow rate of change in African-American and Latino faculty as evidence for their views.

Despite the best efforts of many dedicated people, pessimism has become a common refuge when discussing faculty diversity. Challenges do exist. However, the information contained in this report shows improvement is possible. Three areas, in particular, provide grounds for optimism.

First, and perhaps surprisingly, we found that many Illinois higher education institutions have not drawn effectively on the pools of African-Americans and Latinos eligible for entering faculty positions. "Undeveloped pools" are found among graduates of master's programs and among nontenure-track faculty. The report offers suggestions on how Illinois higher education can make better use of these pools to increase the representation of underrepresented students in graduate programs and increase the proportion of degree recipients from these programs that enter faculty ranks. The report also examines how to increase the number of minority graduates in the state's fellowship programs who become college faculty.

Second, there are other proven strategies that Illinois higher education can pursue to increase faculty diversity. This report targets four areas for improvement: the search process, campus climate, leadership, and accountability. Drawing upon recent research, national and state examples of best practice, and testimony presented to the Board, the report shows how institutions can take advantage of current opportunities for increasing faculty diversity. As suggested in the final chapter, effective change will depend upon a

coordinated approach in which the Board of Higher Education encourages, facilitates, and supports institutional efforts.

Finally, our conversations with faculty and administrators have convinced us that many in Illinois higher education are dissatisfied with the lack of faculty diversity at our institutions and want to bring about change. Historically, institutions have approached hiring issues in this area by ensuring legal compliance and enacting guidelines and procedures to prevent discrimination. While such steps are necessary, they alone will not bring about the progress that is needed. At the campus level, this will only occur through active, coordinated leadership among an institution's board, president, provost, deans, department chairs and faculty. This report offers examples of the kind of leadership that has yielded results in diversifying the faculty. We also identify areas where campus leaders must do more.

Late this spring or early summer, the United States Supreme Court will issue its opinion on the University of Michigan's use of race/ethnic criteria in admissions decisions. This will be the first case involving affirmative action in higher education since the Court issued its *Bakke* opinion a quarter of a century ago. The Court's decision may or may not have repercussions for many higher education policies and programs, including those affecting faculty diversity. Issuing a report at this time enables the Board to report on its findings and make suggestions for improvement, as directed by the Board and irrespective of any other consideration. However, in order to ensure that all Board actions are in accordance with the law, the Board will wait until August to consider recommendations. These recommendations will seek to implement, in the most effective manner, the strategies and proposals described in this report.

CHAPTER I

DIVERSITY AND HIGHER EDUCATION

Diversity is a nice word, but what exactly does it mean?

In August 2001, the Board of Higher Education issued a report entitled *Gateway to Success: Rethinking Access and Diversity for a New Century.* Citing recent research, the report showed that diverse classrooms enhance student learning and better prepare students to be effective employees and citizens. The report also showed that many Illinois residents generally understand the benefits of a diverse education. For example, a survey of Illinois residents conducted by the National Center for Public Policy and Higher Education found that "an ability to get along with people different from themselves" ranked second among eight outcomes that Illinois citizens believed "a student should gain from college." Diversity ranked ahead of other desired outcomes such as "learning high tech skills" and "specific expertise and knowledge in chosen careers."

Since issuance of the Board's report and the appearance of other related studies across the nation, persons have requested clarification of the meaning of the word, diversity. The vagueness of the term bothered some who asked about the attributes and characteristics of persons to be included. Suspicions also were voiced about the intentions and effects of this new language. A few viewed diversity as a code word for affirmative action without any real substance. Others worried that the language would divert attention from a key issue: improving African-American and Latino representation in higher education.

Any explanation of the word diversity, at least as used in educational policy, must start with the recognition that its focus is student learning. The term is rooted in the tradition and practices of higher education and the notion that students benefit when they have the opportunity, both intellectually and socially, to interact with people different from themselves. College admission philosophies have followed this guiding principle for more than one hundred years. Since each campus has its own educational mission and goals for learning, institutions must decide for themselves how to apply this term and make decisions about the types and numbers of diverse students to be admitted. However, for higher education as a whole, the term should be broadly understood to encompass not only differences in student talents and interest, but also differences in region, class, income, culture, religion, gender, age, race/ethnicity, and disability.

The policy context that existed during the 1990s when the term diversity gained popularity nationwide also helps explain its meaning. Two influences merit emphasis: legal challenges to affirmative action and demographic changes. Since the mid-1990s, a U.S. District Court in Georgia, the Fifth Circuit Court of Appeals, and a U.S. District Court in Michigan have issued opinions opposed to the Supreme Court's 1978 *Bakke* ruling that outlawed the use of quotas but approved the use of race and ethnicity as a "plus factor" in making admissions decisions. In contrast, the 9th Federal Court of

Appeals and the 6th Circuit Court of Appeals have upheld *Bakke*, and the Michigan cases are now before the U.S. Supreme Court. In a related development, the state of California passed Proposition 209 which prohibited colleges and universities from using race/ethnic criteria in admissions decisions.

The above legal and political actions demonstrate a growing disagreement in our nation about how to apply ideas of "fairness" and whether to award preferences to certain minority applicants based on their race/ethnicity. They also reveal that the underlying principle of the *Bakke* decision—that higher education decisions can be made on the basis of a wide variety of educational criteria—is now a point of legal and political discussion. In this atmosphere, the switch to the term diversity has the effect of rallying colleges and universities around learning goals and academic prerogatives, something higher education is better positioned to defend.

The tremendous growth in Latino, and to a lesser extent Asian, populations during the 1990s, fueled by rising rates of immigration, also meant that the term diversity had currency beyond higher education, appearing more often in conversations among other sectors of our society, such as business and government. This trend is best exemplified in the amicus briefs submitted by many "Fortune 500" companies in the federal court case over the University of Michigan's admission policies.

In their legal briefs, the Fortune 500 companies describe the economic benefits that they derive from having a diverse workforce and how they depend upon the University of Michigan and other universities to supply them with minority graduates, as well as White graduates who can work in a diverse business setting. The message of these briefs and their corporate authorship show that discussion about the use of certain race/ethnic preferences has shifted considerably from the days of the civil rights era. Arguments of enlightened self-interest now overlay concerns of social justice as it is better understood how all segments of our society benefit when diversity is embedded in the fabric of our economic, social, and educational systems.

Ideas of community are at the heart of the diversity discussion. Through this language and approach, higher education hopes to reassert the importance of its ability to create learning communities that meet the educational needs of all students. At the same time, higher education seeks to show that it is responding to the broader social and economic requirements of a nation that is increasingly diverse and that consciously factors diversity into its economic, community, and governmental affairs.

Finally, the term diversity represents an attempt to establish a general principle for higher education at a fluid time when questions of "means" are under legal review. The U.S. Supreme Court will ultimately decide what practices and policies higher education institutions can use to promote diversity. It cannot affect the general goal and necessity of achieving diversity itself. The term diversity offers a way to direct attention and energy toward an educational goal while, at the same time, avoids confusing the goal with the means to achieve it.

CHAPTER II

FACULTY DIVERSITY PROMOTES STUDENT LEARNING AND SUCCESS

Diversity is a fundamental value in higher education for good reason: diversity enhances the education of *all* students. An increasing body of research reveals that both student and faculty diversity improve student learning outcomes. Students' critical thinking skills, their commitment to being engaged citizens and active participants in a democracy, and their preparation for work in a global economy are all positively affected by diverse learning environments.

A diverse faculty brings benefits that go beyond a diverse student body. Minority and female faculty are more likely to use various modes of teaching, particularly interactive teaching strategies, and they are, therefore, often more successful in tapping into students' different learning styles and engaging student interest. In addition, underrepresented faculty, through their experience, perspectives, and research interests, redefine and expand the range of scholarship in their fields.

The educational benefits of diversity are maximized when educational institutions use the diversity on their campuses in intentional ways. It is through altered pedagogy, multicultural content in courses, and the use of increased inter-cultural interactions both inside and outside the classroom that the presence of diversity is made meaningful and instructive. These educational efforts must be led by faculty, and research suggests that such changes are most likely to come from underrepresented faculty. In addition, minority faculty often take the lead in shaping the public discourse on the educational benefits of diversity. In doing so, they have brought about greater access and opportunities for previously neglected groups and have broadened the educational experiences of all students.

The 2002 Underrepresented Groups Report found that the presence of students and faculty/staff of various ethnic groups was "very important" in the decision of underrepresented students to stay in college.

Diversity within the faculty also improves student satisfaction. This finding consistently appears in the national research and the Board's own studies on underrepresented groups in Illinois higher education. For example, the 2002 Annual Report on Underrepresented Groups found that all students are beginning to recognize diversity as an indicator of institutional quality and excellence, as shown below.

- A significant number of students [from all backgrounds] voiced their preference for having greater numbers of minority faculty and staff.
- All student groups reported they had gained a greater understanding and appreciation of multicultural differences as a result of campus diversity.
- A large percentage of students expressed improvement in their attitudes towards different racial/ethnic groups since first attending college.

For underrepresented students, in particular, a diverse faculty creates a more welcome campus climate and provides increased opportunities for students to find mentors who can also serve as role models. The 2002 Annual Report on Underrepresented Groups found that the presence of students and faculty/staff of various ethnic groups was "very important" in the decision of underrepresented students to stay enrolled in college.

Campus climate, especially on predominantly White campuses, is experienced differently by students of color. As Seymour Bryson of Southern Illinois University at Carbondale has noted, "racially diverse faculty and staff are key factors in establishing a positive campus ambience for Black students, faculty, staff and administrators." Faculty with racial and ethnic identities that mirror student enrollment can signal an institutional commitment to diversity which is more than mere rhetoric.

Finally, for some institutions, particularly many Illinois community colleges, hiring practices are the only viable means of creating a diverse campus. Unlike four-year schools, some community colleges with little race/ethnic diversity in their district cannot work to improve campus climates by diversifying their enrollment. For those colleges whose districts are overwhelmingly White, diversity must be sought by integrating multiculturalism throughout the curriculum and diversifying the faculty.

Institutions with diverse faculties will enjoy growing recognition and respect in our multicultural nation. The converse is also true. In a world in which the public, students, and leaders are increasingly diverse, faculties and institutions lacking diversity will be seen as unresponsive and failing to provide the educational experiences needed by all students.

CHAPTER III

FACULTY REPRESENTATION AT ILLINOIS COLLEGES AND UNIVERSITIES

Did students see Mr. Chips in terms of race and gender? Probably not. However, today's students might, especially given changes in the student body. The problem, of course, is not Mr. Chips or those like him. Great teachers are a real resource and should be valued. The real problem is a lack of alternative role models. African-American and Latino faculty representation is shockingly low, especially when one considers that these groups represent nearly 30 percent of Illinois' population. Change is occurring, but not quickly enough to conclude that existing policies and practices can resolve the situation.

Table 1 indicates that in 2001 African-Americans represented 5.1 percent, or 1,374 of the 26,787 full-time faculty employed at Illinois colleges and universities. The proportion of African-American faculty varied from 3.9 percent at private institutions (473) to 7.9 percent at community colleges (353). Latinos made up 2.3 percent or 616 of all full-time faculty and representation varied from 1.5 percent at community colleges (67) to 2.8 percent at public universities (290). The race/ethnic distribution of faculty in Illinois is similar to the national picture. The National Center for Education Statistics reports that African-Americans accounted for 4.9 percent, Latinos 3.4 percent, and Asians 7.2 percent of all full-time instructional faculty in the United States in 1999.

Table 1

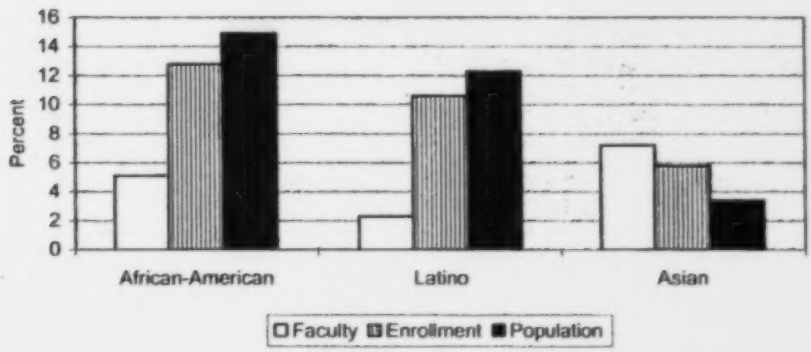
Full-Time Faculty, By Race/Ethnicity
Illinois Colleges and Universities, 2001

Sector	*White*	*African-American*	*Latino*	*Asian*	*Other*	*Total*
Public University	79.7%	5.4%	2.8%	8.9%	3.2%	100.0%
Community College	86.2	7.9	1.5	3.6	0.9	100.0
Private Institution	81.3	3.9	2.1	7.1	5.5	100.0
Total	81.5%	5.1%	2.3%	7.2%	3.8%	100.0%

Figure A, below, shows that race/ethnic diversity among Illinois faculty is much lower than diversity in Illinois' higher education enrollment and the state's population. At these levels of underrepresentation most students at best only have occasional contact with African-American and Latino faculty. This low level of interaction is accentuated by the distribution of minority faculty in the state. Ten Chicago institutions employ 53 percent of all African-American faculty and 42 percent of all Latino faculty employed at Illinois public colleges and universities. As a result, nearly two hundred thousand students enrolled at the other 50 public institutions in Illinois have less than a two in fifty chance of being taught by an African-American faculty member and less than a one in

fifty chance of being taught by a Latino faculty member. *Put more simply, the average student attending an institution outside the City of Chicago is unlikely to have more than one course with an African-American faculty member and unlikely to have even one course with a Latino faculty member during his or her college years.*

Figure A
Minorities, Illinois Higher Education Institutions and State



Women represent approximately 40 percent of full-time faculty. In 2001, the proportion of full-time female faculty varied from 37 percent at Illinois public universities and private institutions to 48 percent at community colleges. Considerable discrepancy exists in female faculty representation with regard to tenure status and discipline. For example, at public universities, females made up 44 percent of tenure-track faculty and 53 percent of nontenure-track faculty but only 28 percent of all tenured faculty. In 2001, women represented less than 20 percent of all tenured faculty in eight of 32 major discipline areas and, in engineering, women accounted for only four percent of all tenured faculty.

In recent years, growth has occurred in the number and proportion of diverse full-time faculty. From 1993 to 2001, African-American faculty grew by 13 percent as increases at private institutions and public universities were partially offset by a 24 percent decline at community colleges. Two-year institutions were affected by the closing of Metropolitan Community College in East St Louis and faculty cutbacks at the City Colleges of Chicago. Overall, the proportion of African-American faculty rose from 4.8 percent in 1993 to 5.1 percent in 2001. Latino faculty increased by 46 percent from 1.7 percent in 1993 to 2.3 percent in 2001. During these years, the proportion of female faculty rose from 34 percent to 39 percent. While positive growth rates are an encouraging sign, representation among African-American and Latino faculty is so low that it would take more than one hundred years at current growth rates for African-Americans and Latinos to reach the level of representation in faculty ranks that they now have in the state's population (that is, 14.9 percent for African-Americans and 12.3 percent for Latinos).

CHAPTER IV

THE "POOLS" OF POTENTIAL FACULTY

Why do colleges and universities employ so few African-American and Latino faculty? Many say that the limited number of qualified candidates is the reason. That is, the scarce number of African-Americans and Latinos with doctoral degrees makes it difficult for colleges and universities to "find" underrepresented faculty.

Recent research provides some support for this view. Stephen Cole and Elinor Barber in *Increasing Faculty Diversity* (2003) have found "little difference among the four ethnic groups ...in their occupational preferences in so far as academia is concerned: approximately 10 percent of each ethnic group selected college professor as their most likely occupational choice. The low number ...is caused not by a lack of interest, but by the relatively low absolute numbers of these ethnic groups in the undergraduate population, particularly the dearth of such undergraduates in arts and sciences programs who perform at a high level academically."

Cole and Barber's research should be taken seriously. In 2001, Latinos constituted only 2.5 percent and African-Americans 4.7 percent of all doctoral recipients at Illinois colleges and universities. The number of doctoral recipients from these groups must grow.

Cole and Barber's focus is on the doctoral pool, as is most other related research. The preparation of underrepresented faculty, however, is a broader topic than such research suggests. Indeed, too narrow a concentration on the Ph.D. pool has its own set of limitations and liabilities, as demonstrated below.

- Higher education is not a monolith. Post-secondary institutions include research universities, comprehensive universities, liberal arts colleges, proprietary institutions, and community colleges with widely varying missions and educational goals. These institutions have different policies and practices for hiring and promotion.

- There are multiple pools for new faculty, not a single one. Many entering faculty are not hired from a Ph.D. program to a tenure-track position. In fact, the Board's April 2002 study on nontenure-track faculty found that tenure-track positions requiring a Ph.D. constitute only about one quarter of all faculty positions at Illinois public colleges and universities. At most community colleges, faculty are only required to have a master's degree. Also, at community colleges and, less commonly, at public universities, full-time faculty are hired from the nontenure track.

- Whatever the proportion of minority students receiving graduate degrees each year the actual number of minority degree recipients is substantial. This is especially true at the master's level, where minority master's degree recipients have grown remarkably in recent years. In 2001, African-American students received 2,311 master's degrees or 8.5 percent of all master's degrees awarded by Illinois

institutions. Latino students received 978 master's degrees or 3.6 percent of the total. While the proportion of African-American and Latino master's graduates remains low, it is hard to conclude that lack of available African-American and Latino candidates has prevented institutions from hiring from this pool, as shown in Table 2.

Table 2

Growth in Illinois Community College Minority Faculty Compared with Growth in Illinois Minority Master's Degree Recipients, 1993 to 2001

	Year		*Growth*	
Group	*1993*	*2001*	*Number*	*Percent*
African-Americans				
Master's Degree Recipients	1,522	2,311	789	51.8%
Full-time Faculty	463	353	-110	-23.8
Latinos				
Master's Degree Recipients	412	978	566	137.4
Full-time Faculty	48	67	19	39.6
Asian-Americans				
Master's Degree Recipients	866	1,271	405	46.8
Full-time Faculty	119	162	43	36.1

- Research on the Ph.D. pool, as a single entity, can obscure the fact that in some disciplines the proportion of minority faculty is lower than the proportion of minority doctoral graduates. In the field of education, for example, the proportion of African-Americans receiving doctoral degrees has been climbing for at least a decade. In 2001, African-Americans made up 17.4 percent of all Illinois doctoral recipients in this field, but only 8.3 percent of all faculty employed in the field by Illinois public universities.

- The perception that few prospective minority faculty exist, while certainly true in some disciplines, has the overall effect of discouraging aggressive efforts to search out and hire those who are available, whatever the discipline. Minority faculty who are eventually hired also find themselves in the unenviable position of either being seen as less qualified or as temporary employees who will soon be lured away by a better offer from another institution. In fact, as Daryl Smith of the Claremont University has shown, only a small percentage of minority doctoral recipients are actively sought after by multiple institutions and few enjoy the competitive position of super star scholars such as Henry Louis Gates and Cornell West.

- Whatever the current supply of African-American and Latino doctoral recipients, through vigorous effort, leadership, and strategic initiatives, Illinois higher education can acquire more than a proportional "share" of minority faculty. The following

chapters offer examples of strategies that Illinois institutions can employ to take the lead in attracting and hiring a diverse faculty.

Master's level education and nontenure-track faculty constitute "undeveloped pools" that many institutions have overlooked in their efforts to improve faculty diversity. Higher education, generally speaking, relies upon doctoral education for the development of future faculty. Graduate faculty mentor and support their doctoral students to prepare them to become faculty members. Doctoral students, in turn, take advantage of the opportunities presented to them to prepare for their future profession, taking teaching assistant and other part-time teaching positions, attending conferences, and exploring opportunities to publish their research.

Few graduate faculty, or even graduate students, take into consideration the fact that a master's degree is the credential needed to become a faculty member at a community college. Few master's degree students are mentored by their graduate faculty to assume such a role. The university faculty and administrators whom we spoke with knew little about how community colleges hire their faculty and how graduate programs might coordinate with these efforts. Such lack of knowledge is unfortunate not only for diversifying community college faculty but university faculty as well, since community college teaching can serve as an excellent position from which to continue a doctoral education.

Master's level education and nontenure-track faculty constitute "undeveloped pools" that have been overlooked in efforts to improve faculty diversity.

Since graduate students have little knowledge about the kind of educational preparation needed to teach at a community college, they can and do close off opportunities for community college teaching without even knowing it. For example, teaching at a community college requires a master's degree in a "subject area." A number of faculty and administrators testified that minority students were often surprised and disappointed to learn that a master's degree in education would not automatically qualify them to teach at a two-year institution. Those testifying urged Illinois higher education to make a greater effort to communicate to master's degree students how their choice of field affects their prospects for teaching at a community college.

Perhaps it is not surprising, given the above situation, that community colleges are hiring an increasing number of doctoral graduates for faculty positions. While there are conflicting educational arguments for and against hiring faculty with advanced research training to teach at two-year institutions, it is seldom recognized that one hidden cost or victim of this new practice is faculty diversity. After a decade of growth, substantial numbers of minority master's degree graduates are now available for community college faculty positions. Unless greater efforts are made to develop this pool, the prospects of diversifying community college faculty are likely to remain limited.

The Board's April 2002 study found that about one third of all public university faculty and nearly three quarters of all community college faculty occupied part-time or

full-time nontenure track positions. The study also found that minority representation among nontenure-track faculty is slightly greater than among tenured/tenure-track faculty. For example, at community colleges African-American and Latino nontenure-track faculty, combined, accounted for 12 percent of all part-time faculty compared with nine percent of full-time faculty in fall 1999. At public universities, African-American and Latino faculty accounted for eight percent of full-time and 10 percent of part-time nontenure-track faculty compared with eight percent of tenured/tenure-track faculty.

Parkland College has shown that an institution can diversify its tenure-track faculty by developing the nontenure-track pool.

Given the richness of the nontenure-track pool and the common practice among community colleges of hiring tenure-track faculty from the part-time teaching staff, it is unfortunate that institutions are not looking more consciously to this resource to diversify their faculty. One administrator from a Chicago community college testified that establishing a statewide internship program for nontenure-track faculty could greatly facilitate institutional efforts to hire more underrepresented faculty from the nontenure track. Such a program does hold promise. However, the Board also believes that institutions can do more on their own.

Parkland College, for example, has established a program aimed at helping underrepresented faculty move from part-time to tenured positions. The college began this program since it found many minority candidates lacked the experience to successfully compete for tenure-track jobs. According to Dale Ewen of Parkland College, this supervised faculty internship program brings "recent graduates of master's degree programs to Parkland to teach up to two years full-time in adjunct positions not only with commensurate full-time faculty salaries and fringe benefits but also with mentoring and other support provided in preparation for future full-time, tenure-track faculty openings. We must make certain that there will be tenure-track positions available after the internship. We broadened the definition of 'diversity' to include any underrepresented group." Richland Community College also has established a program based on the Parkland College model.

Colleges and universities should take every opportunity to develop the undeveloped pools of potential faculty. At universities, graduate faculty must inform diverse master's students about community college teaching and help them acquire the skills and experience needed to pursue this career. Community colleges must also encourage public universities to provide them with information about master's degree candidates and indicate through their actions that such referrals will receive serious consideration. Likewise, colleges and universities must look to the nontenure-track faculty as a resource for tenure-track positions and use creative approaches in developing this pool. The importance of taking these initiatives should not hamper or divert efforts to develop the traditional doctoral pool, a subject addressed in the next chapter.

CHAPTER V

STATE FELLOWSHIP PROGRAMS

Illinois has two unique programs to develop and diversify the academic pipelines. The Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP) provide graduate school fellowships to minority students who plan to pursue faculty positions in higher education. IMGIP fellowships are awarded to graduate students pursuing degrees in the fields of mathematics, science, and engineering; ICEOP awards are available to master's and doctoral students in any field.

Since their inception in the mid-1980s, these two state programs have increased minority graduate enrollment and degree completion according to a number of studies. A staff evaluation in the mid-1990s suggested that because of the programs' influence, minority graduate enrollment in Illinois had increased at a rate faster than the nation. In 2000, Jack McKillip of Southern Illinois University in *Performance Audit of Illinois' Minority Graduate Fellowship Programs: IMGIP and ICEOP* found that minority students in these programs had higher completion rates and concluded that the programs have had "a major impact on the number of degrees awarded to minority scholars in Illinois." In 2002, Seymour Bryson of Southern Illinois University conducted an evaluation of the programs for the Illinois Board of Higher Education that also noted the high graduation rates of IMGIP and ICEOP recipients. Fellows testified at the Board's public and Web hearings that the state awards had made it possible for them to enroll and continue in graduate school.

While the programs have increased minority graduate enrollment and degree completion in the state, they have had more limited success in placing graduates in faculty positions in Illinois. The McKillip report examined placement in "academic jobs," which includes faculty and staff positions. According to this 1998 report, "seventy-five percent of ICEOP doctoral degree recipients, 43 percent of IMGIP doctoral degree recipients, and 38 percent of ICEOP master's degree recipients [had] taken academic jobs." In terms of placement in academic jobs in Illinois, however, the rates were 46 percent, 10 percent, and 31 percent, respectively. Of the 861 ICEOP awardees to date, 95 graduates held faculty positions in Illinois, and 58 held administrative or staff positions. Of the 213 IMGIP awardees, six held faculty positions in Illinois. Fellows, McKillip found, made up roughly nine percent of all minority faculty in Illinois.

The structure and governance of the two fellowship programs have resulted in practices that have contributed to an emphasis on the granting of scholarships rather than the placement of graduates. In part, this focus reflects the backgrounds and positions of Board members who have little influence over hiring decisions on their campuses. The lack of effective accountability for placement has also hindered efforts to locate graduates in Illinois institutions, as the Bryson report has shown. Although similar in mission and function, these programs display differing characteristics. IMGIP is administered and funded under the Higher Education Cooperation Act grant program. ICEOP, created by

state statute, is funded under a separate appropriation. The separation of the two programs creates inefficiencies and at least one questionable practice, the awarding of IMGIP fellowships to some out-of-state residents, which contributes to the program's poor placement record.

Discussion with faculty and administrators in Illinois reveals a lack of awareness about these programs. Recently, program administrators have enhanced their Web site and marketing materials which are now circulated to prospective employers earlier in the year at a time in keeping with academic hiring schedules. Program administrators are now working more closely with higher education institutions, offering workshops and seeking other outreach opportunities. Gwen Koehler of Carl Sandburg College also is developing a database and marketing materials to make program information more useful to students and employers.

Still, more tracking is required in order to locate the holes in the pipeline between the fellows' graduate programs and placement in Illinois faculty positions. Currently, there is no ongoing system that indicates whether fellows are interviewed and offered positions, and whether they are choosing careers outside of Illinois due to lack of opportunity or more favorable opportunities elsewhere. Currently, there is also no tracking of institutional efforts either to hire or place fellows.

More can be done to increase fellows' chances of securing faculty positions in Illinois. One way to accomplish this would be to prioritize and award fellowships with regard to an institution's past placement record and/or students' fields of study. For example, priority might be given to graduate students seeking degrees in fields that do not have a large proportion of minorities already pursuing graduate work and fields that are most likely to have open positions. According to the McKillip report, master's and doctoral fellows in the field of education have received thirty-eight percent of all ICEOP awards; yet, this is a field with few faculty positions at community colleges.

These two state fellowship programs can only do so much to improve the proportion of minority graduate students at Illinois colleges and universities who remain in the state to teach. While these programs receive much attention, program participants make up only a fraction of all minority graduate students. For example, graduating fellows represented 14.5 percent of the total number of doctoral degree recipients and 0.7 percent of the total number of master's degree recipients awarded by Illinois institutions in 2001. As suggested in the previous chapter, more successful placement requires working with all minority students in the faculty pools.

CHAPTER VI

THE SEARCH PROCESS

How can higher education faculties become more diverse? One promising answer lies in the search process. In recent years, a number of researchers and campus administrators have begun to look more closely at the search process and the way in which faculty hiring decisions are made. As with any new initiative, the results of their examinations and actions remain uneven and incomplete. Yet, the good news is that fundamental changes are underway, and these innovations are producing results. Greater statewide leadership and sharing of information across institutions offers considerable promise for building upon these initiatives.

One key change in the search process has been to establish guidelines designed to guard against bias, as well as to ensure that search criteria reflect both departmental and institutional objectives. Western Illinois University's "Affirmative Action and Equal Opportunity Recruitment Manual and Hiring Guidelines" is an example of an approach that seeks to more fully articulate the specific elements of search processes. Greater attention is also being given to the composition of the search committees to ensure gender and racial diversity. Some campuses now use an affirmative action officer or a "diversity representative" on each search committee. Another strategy is to provide training for faculty on search committees. DePaul University, for instance, uses Behavioral Based Interviewing Techniques Training from Impact Training Solutions, and a number of other institutions have used other consulting groups with reported success.

Illinois Wesleyan University has a "fast-track authorization" for tenure-track positions so the provost or dean can take advantage of unexpected opportunities to hire diverse candidates.

Progress is also possible when proactive leaders develop budgets that allow for continuous recruitment. In their study of faculty diversity in eight Midwestern states, *Faculty of Color in Academe: Bittersweet Success,* Caroline Sotello Viernes Turner and Samuel L. Meyers, Jr. report that funding for minority recruitment is one of four factors contributing to hiring a diverse faculty. Other factors include funds for minority faculty development, the realization that minority faculty representation is inadequate, and a genuine recognition of the value of diversity.

A number of Illinois institutions have created budgets to facilitate diverse hiring. The Target of Opportunity Program at the University of Illinois-Urbana Champaign enables the appointments of outstanding minority scholars, regardless of whether the university has a position open in the scholar's area. These and other changes have resulted in more diverse hiring on many campuses. For instance, the percentage of minority and female faculty at Northeastern Illinois University now exceeds national averages, while last year at Illinois State University fourteen percent of new hires were minority faculty and staff.

Additional progress is possible through careful examination of how an institution's culture may narrow and limit a search. While such limitations may seem quite benign, they act to restrict the number and diversity of eligible candidates. One example of such a limitation is the informal practice that exists at some community colleges of giving serious consideration only to candidates who have past experience with a two-year institution.

In both the four-year and two-year sectors, institutional or departmental culture can lead to the hiring of candidates with similar interests and backgrounds while excluding from consideration others whose qualifications are different in kind, not quality. From this point of view, hiring people who "fit" becomes a distinct liability and can exclude or devalue candidates whose research interests or work experience differs from the norm of the hiring institution.

Another subtle impediment is "credentials creep." At some comprehensive universities, status considerations can come strongly into play as departments may opt for candidates whose background and training at elite institutions reflect little interest or experience in teaching undergraduates. One consistent problem observed at universities, especially, research universities, is that the prestige of an institution granting the graduate degree can carry undue weight in evaluating a candidate's application, and this practice can lead search committee members to blame their lack of progress in diversifying the faculty on the limited pools.

Correspondingly, at community colleges, where a master's degree is the minimum credential, search committee members may place increased value upon candidates with a doctoral degree even though that degree may reflect greater research training and not more teaching experience. The over-emphasis on where people earn their degrees occurs, in most cases, when committees have no clear working definition of merit.

Job descriptions written with attention to diversity objectives and an institution's broad educational needs can help to reverse the above barriers. Deans, department chairs, and diversity representatives play a key role in ensuring the criteria used to determine "most qualified" remain constant throughout the process for all candidates and place priority on meeting an institution's educational goals and objectives.

Search committees also are more likely to stay on track if they are made aware of the tendency to read between the lines of resumes. Women faculty have told us that some search committee members will point to unexplained gaps in women candidates' resumes that actually result from childbirth or other family or partner commitments as a liability for the candidate. The common assumption drawn from such gaps is that these applicants have no "clear career path" and, therefore, are not serious academics.

On the other hand, search committee members' willingness to consider "value added" criteria (such as experience working with a diverse student body, evidence of creative pedagogy, extensive involvement in service or community projects, and research

in innovative areas) opens up increased opportunities to diversify the faculty. The aim, then, is to include, rather than exclude, especially at the early stages of the process.

Untraditional backgrounds, not the lack of qualifications or the minimum required academic degree, are what often push underrepresented candidates out of serious consideration. As the pool begins to shrink due to these unacknowledged restrictions and assumptions, search committees frequently conclude that "there are enough qualified minority candidates." In other words, it is not the pipeline (that is, minority graduate enrollment and completion rates), but the narrow writing of job descriptions and the narrow reading of the resumes that most often pare down the pools of candidates.

Our research has shown that altering the search structures and procedures can make a difference. With greater awareness and commitment to expose and counter hidden barriers and unchallenged assumptions, progress is possible. While each institution will have its own set of obstacles and opportunities, it is no longer enough to proclaim, "we can't find any qualified, diverse candidates." Rather, those engaged in the search process might begin to realize, "we can go about this in a more effective way."

Chapter VII

CAMPUS CLIMATE

What's the weather like where you are? Ask an underrepresented faculty member this question and the likely response will be "pretty chilly." A "chilly campus climate" is probably the most cited obstacle for the retention of female, disabled, and minority faculty—and students. The cultural changes necessary to make campus climates warmer and more inviting require a careful examination of the temperature on each individual campus.

Survey research conducted throughout the country makes it clear that underrepresented faculty have strong criticisms about their working environment. The hearings, meetings, and private discussions conducted for this study confirm that many minority, female, and disabled faculty in Illinois have similar frustrations and concerns. Feelings of isolation, a lack of sufficient professional mentoring and collegial support, and being overburdened by diversity-related work and student mentoring are common problems. Many institutions are increasingly sensitive to such criticism, although efforts to ameliorate conditions have lacked the scale or intensity needed for widespread impact.

Faculty's feelings of isolation are felt most at the departmental level, and this isolation can be particularly problematic for new faculty attempting to become part of the campus community. While all new faculty face adjustments, these routine difficulties are complicated for faculty members from underrepresented groups. Latino and African-American faculty told us that junior faculty often learn too late that activities that help them in the tenure process are those that are tied to broad institutional, high-level issues, not the diversity-related matters in which they often are asked to participate.

Mentoring can help minimize the extent to which underrepresented faculty are diverted from research and publishing responsibilities, key factors in tenure and promotion reviews at four-year schools. Yet, the quality of mentoring, as well as tenure prospects, is often unnecessarily limited by the fact that many tenured faculty are not interested in the research of faculty who study women and minority issues.

Senior faculty report being pulled in many directions. Often an underrepresented faculty member may be the only minority, woman, or disabled person in a department. This singular fact can both isolate and lead to greater demands to assist in committee work and student mentoring. An African-American woman in a science field testified that her race and gender make her doubly valuable, or vulnerable, for any committee assignment. As this example suggests, the strategies that are encouraged to create an inclusive campus environment are the things that can hamper efforts to support and retain a diverse faculty. This ironic Catch 22 results from the absence, on most campuses, of a critical mass of faculty who can contribute to diversity efforts.

Underrepresented faculty mentor more than their share of students. Such relationships are difficult to limit because faculty and students will seek out connections

and a sense of community, especially on mainly White campuses. As one African-American faculty member testified, the sheer number of students she mentored made her feel less isolated. Yet, the efforts minority faculty engage in to create more welcome environments for minority students (and other faculty)—such as participating in more community-based projects—can also serve to further marginalize and overburden them.

Illinois State University's Committee for Diversity has a plan to "Bridge the Gaps" and, thereby, enhance faculty recruitment. Among its sponsored activities are focus groups with members of the campus and surrounding community designed to solicit feedback to improve the campus climate.

Institutional policies also can create chilly campus climates. Women faculty told us that even with maternity leave policies in place, women faculty often must broker deals with their department chairs in order to meet their family and job responsibilities. While women faculty certainly support flexibility to accommodate family issues, they also note that the absence of comprehensive, codified policies can lead to discrepancies in treatment and resulting frustration. Some advocate making tenure policies more flexible to accommodate childbirth, spousal or partner hires, or other circumstances that delay the standard full-time process to tenure.

Unevenly applied or limited campus policies also affect faculty with disabilities. This is one of the least represented groups on campus and accommodations are often aimed more at student than faculty needs. Like female faculty, faculty with disabilities find that in order to get necessary resources and support, they have to bargain on their own and work their way through the various levels of the organization. Also, faculty with disabilities point out that more flexible schedules for tenure review could be of great value to them since disability can have a critical impact upon their time.

Campus climate also affects students' learning and satisfaction. One result of improving the climate for underrepresented faculty, therefore, is that it also would increase the likelihood that underrepresented students would seek careers in higher education. If underrepresented students do not experience a welcoming environment in college, if students witness faculty members' stress and isolation that are directly tied to underrepresentation, the problems of the limited pipeline and shrinking candidate pools will only continue. Efforts to improve campus climate must be seen as part of a systemic approach to increasing faculty diversity, now and in the future.

More can be done to warm up campus climates, but in order to discover what is needed, each institution must take its own temperature. The degree of "chilliness" depends on local factors such as the extent to which the surrounding community reflects or welcomes diverse populations and the current diversity among both students and faculty. In addition, the isolation that faculty experience varies according to their particular situation and place of employment. For instance, women of color will feel different pressures from White women in underrepresented fields. There is much campus leaders and faculty can do to improve climates. Indeed, making permanent strides to increase faculty diversity will depend on it.

CHAPTER VIII

LEADERSHIP

"It has been my experience that no diversity occurs in an institution unless the leaders in an institution make it happen." This statement from a participant in the Board's Web hearing has the ring of truth. Effective leadership requires a coordinated effort at all campus levels. Effective leaders plan, make connections, form relationships, develop tools and resources, set an example, and make others accountable. Effective presidents link their words and actions to diversity objectives and make explicit the connections between diversity and student learning. Effective deans and department chairs work together, and with faculty, to improve search processes and enhance the campus climate to support diversity.

Nationally and within Illinois, higher education faculty, administrators and policy makers assert that success requires leadership from the top. In practical terms, this means that Board members, presidents, and high-level administrators recognize, articulate, and act on the connection between educational excellence and diversity and ensure that all diversity efforts are systemic and sustained.

One critical way to advance faculty diversity is through the development and use of clear mission statements and strategic planning documents. National experts, such as Daryl Smith, have observed that mission statements demonstrate how an institution's viability and credibility are tied to diversity. Strategic plans indicate the extent to which diversity is seen as imperative to success and how much the effort pervades the infrastructure of the whole institution. Zelema Harris, President of Parkland College, whose campus has enacted and revised several versions of such documents, points out that they provide an "authorizing language" and an "intellectual base" from which administrators can guide and invigorate campus efforts.

In diversifying the faculty, successful leaders focus on strategic response and results. Ineffective leaders focus on compliance.

Clear language, of course, is not enough. Even well-crafted missions and strategic plans can have only as much power as the actions that support them. Strong leaders create structures and incentives, as well as articulate the means by which mission and goals are met. Steven Cunningham of Northern Illinois University (NIU) points to efforts on his campus to establish a "strategic" rather than a "compliance" approach to leadership. He notes that within a "compliance paradigm . . . related administrative structures tend to be independent and specialized oversight functions. The scope of organizational integration of these functions is therefore limited." The Center for Diversity Resources serves to provide much of the impetus and focus for diversity initiatives on NIU's campus.

As the above suggests, success depends upon careful planning that ensures organizational structures, policies, and budgets are in place for the ongoing recruitment and retention of diverse faculty. Academic leaders can also demonstrate and act on their commitment to diversity through the value they place on the priorities used in faculty evaluation (research, publishing, teaching, and service), and through the extent to which junior faculty are advised and supported accordingly. Much of the research on minority faculty stresses the need to examine the criteria and procedures used for promotion and tenure. Retention is also more likely when administrators support mentoring systems that address the particular and unique issues facing underrepresented faculty.

Campuses need active leaders at all levels of the institution to make gains in faculty diversity. Such broad-based support requires presidents and provosts to communicate both the importance of the issue and the expectation that academic leaders will be evaluated according to their effort and performance. Colleges and universities will find it easier to implement evaluation procedures and criteria if they flow from campus-wide plans and goals. For example, Elgin Community College has an institutional goal to "promote the multicultural competence of students, employees and the community." In turn, one of the "effectiveness indicators" that the college uses to measure multicultural competence is "evidence of progress to reflect the racial/ethnic diversity of the district in the hiring of administration, faculty, and support staff." Colleges and universities should make all personnel aware of their responsibilities for supporting diversity and have protocols for assessing individual efforts.

Elizabeth Ortiz, President of the Illinois Latino Council on Higher Education, argues that institutions can foster strong leadership by evaluating administrators according to their efforts and success in increasing faculty diversity.

In focus groups and during public hearings, a number of higher education leaders emphasized the importance of cooperation and resisting competition among institutions. In fact, sharing information and resources can benefit everyone—especially within Illinois. Oakton Community College, for example, demonstrated its cooperative approach in hosting a faculty job fair. To increase the number of participants from underrepresented groups, co-sponsorships for the fair were established with the National Association for the Advancement of Colored People, the Hispanic Alliance for Career Enhancement, and the National Association for Asian American Professionals. Co-sponsorship gave access to the organizations' membership lists, publications, and promotion on the organizations' Web sites.

By virtue of their positions, regardless of the level, campus leaders are the ones responsible for embedding diversity into various institutional activities and plans. To the extent that they are able to keep this focus, and to draw the connections between educational excellence, student learning, and faculty diversity, real change is possible.

CHAPTER IX

ACCOUNTABILITY

Achieving success on an issue as important and complex as faculty diversity requires effective accountability. Unfortunately, the mechanisms now in place in Illinois higher education are weak and do little to foster improvement. In an effective accountability system, leaders are able to ascertain and demonstrate that their efforts have achieved results. Equally important, they have a statewide context in which to interpret their own campus experience.

The information that Illinois higher education now collects and reports on faculty diversity is less comprehensive than information on student diversity. Public and private institutions report faculty data every other year through the Integrated Postsecondary Education Data Survey (IPEDS). Data submitted covers full-time faculty in three tenure categories (tenured, tenure track, and nontenure track) by gender and race/ethnicity. A separate survey collects information each year on faculty salaries, by rank, which the Board uses for the peer group comparisons in its annual faculty salary study.

The Board of Higher Education publishes information about faculty diversity in its Annual Report to the Governor and General Assembly on Underrepresented Groups. This report provides aggregate information from the IPEDS data and includes tables on the number and percent of full-time faculty by race/ethnicity and gender for each higher education sector, as well as the state as a whole. Qualitative information about faculty diversity appears in the report's focus topics.

Unfortunately, the accountability mechanisms now in place for faculty diversity are weak and do little to foster improvement.

To permit more thorough monitoring and analysis, Illinois higher education should undertake a number of steps to improve the reporting of information on faculty diversity. First, institutions should collect and report data annually, not biennially. Second, the Annual Report on Underrepresented Groups should include information on the number of new hires for each underrepresented type of faculty in each higher education sector. IPEDS already collects this type of information and such a change would be easy to implement.

Finally, the Board should report information on faculty by institution, as it does for students. The Annual Report on Underrepresented Groups should present information on the number of new hires by gender and race/ethnicity that community colleges and universities employ each year. The report should also include information on the total number and proportion of female and minority faculty at each institution in order to provide a picture of faculty diversity that accounts for faculty retention.

Accountability for faculty diversity also needs strengthening at the program and institutional levels, as previous chapters have argued. The chapter on IMGIP/ICEOP

proposes structural modifications to enhance the accountability of these programs. The previous chapters show how campuses can strengthen accountability for faculty diversity by assigning responsibility and delineating the roles of board members, presidents, provosts, deans, and department chairs. The Board will also explore how the Annual Report on Underrepresented Groups can be used more effectively to focus attention on issues of campus climate and placement activities.

Each Illinois public institution should ensure that there exists an effective procedure on their campus for addressing the needs of faculty with disabilities. Our conversations suggest that some campuses may have inadequate means for assigning responsibility for faculty with disabilities and providing them with "reasonable accommodations" as required by law. Few departments have faculty with disabilities. Yet, some campuses expect a faculty member with a disability to first seek accommodation in his or her home department. This practice is often unfortunate since neither the chair nor other members of a department are likely to have the knowledge or resources to be of assistance to the faculty member seeking to ameliorate working conditions. One example of an effective approach is Northeastern Illinois University's policy that general university funds should pay for an accommodation of more than one hundred dollars.

CONCLUSION

A STATEWIDE APPROACH

This report has explored a variety of opportunities available to Illinois colleges and universities to increase faculty diversity. These opportunities should provide some direction and reason for optimism. By themselves, however, they will not ensure success, something that only strong and committed leadership at the campus level can bring about. The following initiatives provide tools by which institutions can exert more effective leadership and, beyond this, seek to create a statewide climate favorable to sustained progress.

Strong Support for Diversity as an Educational Goal for Illinois Higher Education

The Illinois Board of Higher Education calls upon all Illinois public colleges and universities to incorporate into their educational mission and/or strategic plan a statement(s) that recognizes the educational importance of achieving diversity among students and faculty. The Board of Higher Education, working with Illinois colleges and universities, will work to identify and support appropriate and effective means to achieve this goal for Illinois higher education.

The Preparation and Development of a Diverse Faculty In Illinois

The Illinois Board of Higher Education calls on Illinois colleges and universities to make every effort to develop the pools that can increase faculty diversity in Illinois higher education. The Board proposes the following strategies to achieve this goal:

- Diverse Graduate Enrollment—The Board will conduct statewide workshops for programs whose mission is to increase the graduate enrollment of underrepresented students. The workshops will identify strategies and best practices to increase the interest and success of underrepresented students in graduate education. The Board will post on its Web site findings and outcomes from this workshop.
- Master's Education—The Board will work with colleges and universities to make master's degree students aware of teaching opportunities at community colleges and to provide information and mentor master's degree students who are interested in pursuing such opportunities. Public universities will identify master's degree students interested in community college teaching, and community colleges will consult these candidates in their hiring processes. The Board will collect and publish information to make Illinois community colleges aware of master's degree candidates interested in teaching positions.
- Nontenure-track Faculty—The Board will work with colleges and universities interested in developing nontenure-track faculty for tenure-track positions. The Board will establish a statewide development project that will recognize outstanding underrepresented, nontenure-track faculty. Nontenure-track participants will attend activities and events that introduce them to distinguished faculty and provide them

with faculty development opportunities designed to assist in preparing for tenure-track positions.

- IMGIP/ICEOP—The Board proposes structural changes including: 1) combining these scholarship programs into a single program under one board; 2) reconstituting the IMGIP/ICEOP board to ensure wider representation and include members able to assist with placement efforts; 3) requiring participating institutions to report annually on efforts to hire or secure in-state placement of program fellows and hire other minority faculty; 4) requiring graduating students to complete an exit interview that provides the names of in-state institutions from which they received interviews and job offers; 5) limiting master's degree fellowships to students in fields eligible for community college teaching positions; and 6) prioritizing fellowships to fields with low diversity and high market demand. The Illinois Board of Higher Education will also collect and publish information to make Illinois colleges and universities aware of minority doctoral degree candidates, who are not IMGIP/ICEOP participants, but are interested in teaching positions.

The Board of Higher Education will actively assist institutional efforts to develop the pools of potential faculty and will establish a job bank for diverse master's and doctoral degree recipients as a statewide resource.

Search and Hiring Process

In order to help institutions reexamine and strengthen their search processes and to provide information about any necessary changes to hiring policies and procedures following the impending U.S. Supreme Court ruling, the Board of Higher Education will sponsor a statewide conference for Illinois colleges and universities in the coming year. Conference participants will have access to search professionals, as well as college and university faculty and administrators who have achieved success in diversifying their faculty. One of the outcomes of the conference will be the development of future strategies for continued statewide assistance.

The Board of Higher Education will include funding recommendations for faculty diversity in its 2006 annual budget for Illinois higher education. The purpose of the funds will be to recognize the efforts of colleges and universities that have achieved success in diversifying their faculty during the 2004 and 2005 fiscal years. The Board will develop a procedure for annually allocating these funds to those institutions that during the previous year have had the largest increases in new hires and retention of underrepresented faculty.

Campus Climate

The Board of Higher Education will support institutional efforts to examine the campus climate for female, minority, and disabled faculty. Working with college and university staff, the Board will facilitate the development of a survey that will aid in understanding and improving the retention of underrepresented faculty. This instrument will ensure the anonymity of all surveyed faculty. Each campus will report survey results

and plans for responding to survey results in their Annual Report on Underrepresented Groups.

Accountability

The Board will collect information on underrepresented faculty each year, instead of every other year. The Board will report information on faculty by institution, as well as by education sector, and include information on new faculty hires and total faculty for each underrepresented group.

Each Illinois public institution should ensure that there exists an effective procedure on its campus for responding to the needs of faculty with disabilities. Institutions should assign responsibility for addressing faculty requests to a campus administrator, not a department chair. The responsible official should have both the knowledge and resources to ensure a "reasonable accommodation." Faculty should receive at the time of hiring information about what is meant by reasonable accommodation, as well as the procedure they should follow to make an accommodation request.

Next Steps

The Board of Higher Education will direct staff to circulate this report and its proposals to members of the Illinois higher education community and other interested persons for their comments and suggestions. Based on these comments, staff will prepare recommendations for the Board's August meeting. In developing recommendations, staff will ensure that all proposals are consistent with the upcoming ruling and opinion of the U.S. Supreme on the use of race/ethnic criteria in college admissions

APPENDIX I

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